Textbook Alignment to the Utah Core – 2nd Grade Mathematics

This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No X

Name of Company and Individual Conducting Alignment: Independent Contractor, Janice Ricci

A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):

☐ **On record with the USOE.**

X The "Credential Sheet" is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 2nd Grade Mathematics Core Curriculum

Title: HSP Math **ISBN#: 0-15-341260-7 SE; 0-15-342548-2 TE; 0-15-342549-0 TE; 0-15-342550-4 TE**

Publisher: *Harcourt School Publishers*

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 94%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: All standards covered in the SE and TE are supported in ancillary materials.

STANDARD I: Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers.

Percentage of coverage in the *student and teacher edition* for Standard I: 93%	**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0%**		
OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or***

				ancillaries ✓
Objective 1.1: Identify and represent the relationships among numbers, quantities, and place value in whole numbers up to 1000.				
a.	Represent whole numbers in groups of hundreds, tens, and ones using base ten models and write the numeral representing the set in standard and expanded form.	51 – 52, 53 – 54, 55 – 56, 57 – 58, 449 – 450, 451 – 452, 457 – 458		
b.	Identify the place and the value of a given digit in a three-digit numeral.	453 – 456		
c.	Represent the composition and decomposition of numbers in a variety of ways.	53 – 54, 57 – 58, 59 – 60, 61 – 62, 451 – 452, 457 – 458, 459 – 460		
d.	Compare and order numbers using the terms, greater than, less than, or equal to, and the symbols, >, <, and =, using various strategies, including the number line.	75 – 76, 77 – 78, 93, 471 – 472, 473 – 474, 475 – 476, 477 – 478		
e.	Identify and describe even and odd whole numbers.	81 – 82		
Objective 1.2: Use unit fractions to identify parts of the whole and parts of a set.				
a.	Divide geometric shapes into two, three, or four equal parts and identify the parts as halves, thirds, or fourths.	429 – 430, 431 – 432, 433 – 434, 435 – 436, 437 – 438		
b.	Divide sets of objects into two, three, or four parts of equal number of objects and identify the parts as halves, thirds, or fourths.	439 – 440, TE page 439B		
c.	Represent the unit fractions 1/2, 1/3, and 1/4 with objects, pictures, words (e.g., ___out of ___ equal parts), and symbols.	429 – 430, 431 – 432, 433 – 434		

Objective 1.3: Estimate, model, illustrate, describe, and solve problems involving two- and three-digit addition and subtraction.				
a.	Demonstrate quick recall of addition facts (up to 10 + 10) and related subtraction facts.	5 – 6, 7 – 8, 9 – 10, 11 – 12, 13 – 14, 15 – 16, 17 – 18, 31 – 32, 33 – 34, 35 – 36, 37 – 38, 39 – 40		
b.	Model addition and subtraction of two- and three-digit whole numbers (sums and minuends to 1000) in a variety of ways.	105 – 106, 107 – 108, 109 – 112, 113 – 114, 115 – 116, 137 – 138, 149 – 150, 151 – 152, 153 – 154, 155 – 156, 157 – 158, 167 – 168, 181 – 182, 495 – 496, 497 – 498, 513 – 514, 515 – 516		
c.	Write a story problem that relates to a given addition or subtraction equation, and write a number sentence to solve a story problem that is related to the environment.	5 – 6, 31 – 32, 38, 41 – 42, 150, 543 – 546		
d.	Demonstrate fluency with two- and three-digit addition and subtraction problems, using efficient, accurate, and generalizable strategies that include standard algorithms and mental arithmetic, and describe why the procedures work.	103 – 104, 125 – 126, 127 – 128, 129 – 130, 133 – 134, 135 – 136, 137 – 138, 147 – 148, 169 – 170, 171 – 172, 173 – 174, 179 – 180, 181 – 182, 183 – 184, 263 – 264, 493 – 494, 501 – 502, 511 – 512, 519 – 520		
e.	Use the mathematical relationship between addition and subtraction and properties of addition to model and solve problems.	13 – 14, 17 – 18, 35 – 36, 37 – 38, 39 – 40, 175 – 176		
Objective 1.4: Model, illustrate, and pictorially record solutions to simple multiplication and division problems.				
a.	Represent multiplication with equal groups using concrete objects and skip counting by twos, fives, and tens.	531 – 532, 533 – 534, 539 – 540		
b.	Represent division as fair shares using concrete objects or pictures.	547 – 548, 549 – 550, 551 – 552		

STANDARD II: Students will model, represent, and interpret patterns and number relationships to create and solve problems with addition and subtraction.				
Percentage of coverage in the *student and teacher edition* for Standard II: 80%		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: 0%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 2.1: Recognize, describe, create, and extend growing patterns.				
a.	Determine the next term in linear patterns (e.g., 2, 4, 6…; the number of hands on one person, two people, three people).	85 – 88, 321 – 324, 371 – 372		
b.	Construct models and skip count by twos, threes, fives, and tens and relate to repeated addition.	83 – 84, 89 – 90, 479 – 480, 531 – 532		
Objective 2.2: Model, represent, and interpret number relationships using mathematical symbols.				
a.	Recognize that "≠" indicates a relationship in which the two sides of the inequality are expressions of different numbers.			✓
b.	Recognize that symbols such as *x,* △, or ◇ in an addition or subtraction equation represent a number that will make the statement true.	36, 40		
c.	Use the commutative and associative properties of addition to simplify calculations.	9 – 10, 13 – 14, 17 – 18, 35 – 36		

STANDARD III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.				
Percentage of coverage in the *student and teacher edition* for Standard III: 100%		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: 0%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 3.1: Describe, classify, and create geometric figures.				
a.	Describe and classify plane and solid geometric figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, pentagon, hexagon, cube, sphere, cone) according to the number of sides and angles or faces, edges, and vertices.	315 – 316, 317 – 318, 319 – 320, 335 – 336, 341 – 342		
b.	Compose and decompose shapes and figures by substituting arrangements of smaller shapes for larger shapes or substituting larger shapes for arrangements of smaller shapes.	337 – 338, 339 – 340		
c.	Compose and decompose shapes and figures and describe the part-whole relationships, similarities, and differences.	337 – 338, 339 – 340		
Objective 3.2: Identify and use units of measure, iterate (repeat) that unit, and compare the number of iterations to the item being measured.				
a.	Identify and use measurement units to measure, to the nearest unit, length (i.e., inch, centimeter), weight in pounds, and capacity in cups.	383 – 384, 387 – 388, 389 – 390, 391 – 392, 405 – 406, 409 – 410		
b.	Estimate and measure length by iterating a nonstandard or standard unit of measure.	381 – 382, 384, 385 – 386, 391 – 392		

c.	Use different units to measure the length of the same object and recognize that the smaller the unit, the more iterations needed to cover a given length.	387 – 388, 392		
d.	Determine the value of a set of up to five coins that total $1.00 or less (e.g., three dimes, one nickel, and one penny equals 36¢).	237 –238, 239 – 240, 241 – 242, 243 – 244, 257 – 258, 259 –262, 269 – 270		
e.	Tell time to the quarter-hour and sequence a series of daily events by time (e.g., breakfast at 7:00 a.m., school begins at 9:00 a.m., school ends at 3:00 p.m.).	283 – 284, 292		
Objective 3: Collect, record, organize, display, and interpret numerical data.				
a.	Collect and record data systematically, using a strategy for keeping track of what has been counted.	197 – 198, 203 – 204		
b.	Organize and represent the same data in more than one way.	203 – 204, 205 – 206		
c.	Organize, display, and label information, including keys, using pictographs, tallies, bar graphs, and organized tables.	197 – 198, 203 – 204		
d.	Describe data represented on charts and graphs and answer simple questions related to data representations.	197 – 198, 199 – 200, 205 – 206, 201 – 202, 207 – 208		